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ABSTRACT

This collection of documents explains the strategic planning process used by Lethbridge Community College (LCC) to determine changes to be made over the next three years in the college's academic program. The first document, "Meeting the Future," offers background information on LCC, presents a rationale for strategic planning, and explains LCC's use of environmental and internal scans to gather the information necessary to develop realistic plans. The booklet explains that data for the environmental scan was collected through interviews, meetings, and telephone or written surveys, focusing on demographic, government, social, cultural, and other trends. It also reviews the scope and methods of the internal scan, which used information from surveys, interviews, and meetings with faculty in 37 programs of study to assess strengths and weaknesses. Finally, the booklet outlines plans regarding the enhancement of equity of educational opportunity, the provision of quality programs, the identification of educational needs, and the improvement of relationships with the community. The remaining documents in the collection include: (1) a summary of the methods and findings of the internal scan; (2) action statements related to LCC's strategic choices; (3) a summary of planning highlights; (4) an enumeration of the steps in the planning process; (5) a report on the environmental scan; and (6) an outline of procedures for program evaluation. (AAZC)

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Meeting the Future

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**Lethbridge Community College
and Academic Strategic Planning**



Introduction

An information economy and high technology will dominate lifestyles; women will enter the workforce in increasing numbers; and unemployment will be a major problem in the 1990's.

Writers on the future of education predict that educators are going to have to implement some drastic measures in order to meet the vastly changing social and economic conditions in our society. Involvement in strategic planning is one of the ways the Lethbridge Community College has chosen to determine the needs of the educational marketplace.

This document outlines the changes that the College should make over the next three years as a result of academic strategic planning. Descriptions of the extensive processes used to ferret out future directions give some understanding of the extent of the internal review (internal scan) and the external scan (environmental scan). The College, the College community, selected representatives from the Province, and individuals from Western Canada were all involved in the exercise.

The Lethbridge Community College has always been a community-based organization, responsive to the changing career and educational needs of Southern Albertans. Since its inception in 1957 as Canada's first public community college, the Lethbridge Community College has been a strong force in education, providing programs that lead directly to careers and launching new courses/programs according to economic trends and social requirements.

In September 1986, in a continuing effort to stay ahead of a changing environment, the College began an extensive survey and analysis of predicted trends. During the past 17 months the Vice-President Continuing Education Dr. Dale Heyland has led a team of educators in an exhaustive examination of future trends and the College's ability to meet those trends in the years ahead. The findings and subsequent strategic choices and action plans form the Academic Strategic Plan.

The Plan will have the Lethbridge Community College embark on an exciting path; one that will make the College a partner in the training and preparation of Canadians to meet the future. As community needs change, the Lethbridge Community College will be ready to meet the challenge.

ACADEMIC STRATEGIC PLAN

DIRECTION HIGHLIGHTS

- Greater emphasis on alternative methods of instructional delivery.
- Provision of additional support for non-traditional learners.
- Enhancement of the educational environment to assist in the success rate of minority students.
- Greater emphasis on preparing students for the workplace – special skills development.
- More support for instructional development services.
- Increased emphasis on hiring of faculty with ability to model effective life management skills in the classroom.
- More opportunities for professional development activities for faculty that enhance instructional methodology.
- Improvement needed in the process of program evaluation.
- Need for capital funds for adequate instructional facilities.
- Improvement in institutional marketing.
- More responsive to community needs for training.
- Enhance program transfer/articulation agreements.
- Explore opportunities for increased involvement in international education.
- Expand College/community linkages.



ACADEMIC STRATEGIC PLANNING SUMMARY

*(Compiled from the
Academic Strategic Planning Documents)*

LETHBRIDGE COMMUNITY COLLEGE

In 1957 Lethbridge Community College's first class of 36 students began university-transfer courses at a local high school. Since that time, Lethbridge Community College has grown to a full-time equivalent student population of nearly 3,000 with an additional 28,000 registrations in the Division of Continuing Education.

The main campus features the new College Centre, modern student residences, and new facilities for trades and technologies training. Other Lethbridge campuses include the Dorothy Gooder campus and the Entrepreneurial Centre. A Taber campus was established in 1986 and College courses are taught on the Blood and Peigan reserves, the Lethbridge Correctional Institute and through the Chinook Educational Consortium in Blairmore, Claresholm and Pincher Creek.

Lethbridge Community College offers 37 career programs as well as courses in 26 other programming areas. With an emphasis on career training, the College provides students with both life management skills and occupational skills. Through an extensive network of advisory committees and community contacts, the College maintains programming that is current and viable in today's market.

WHY STRATEGIC PLANNING?

"... Higher Education has entered a new era that requires better planning, strategic decision-making, and more directed change. To accomplish this, colleges and universities need new procedures, structures, and attitudes."

(Academic Strategy, The Management Revolution in American Higher Education; George Keller, p. 27)

Planning has always been an important activity at the Lethbridge Community College. However, recently administrators at the College became aware of an increasing need to do that planning with knowledge of the external environment, and general trends and attitudes that will impact the College in the future.

To take the College into the next decade the Board of Governors at the Lethbridge Community College established an Academic Strategic Planning Committee. In September, 1986 the committee began its work to examine the current economic and educational climate, study future trends and recognize the College's current strengths and weaknesses. Only with that information could the College map a strategy to lead into the future.

The Lethbridge Community College Board of Governors consists of:

Doug Thornton (Chairman)
Craig Simmons (Vice-Chairman)
Andrew Gilchrist (Student member)
Ken Hughes
Dr. Gary Kennedy (Faculty member)
Doreen Little
Everett Nowlin
Rae Pepper
Rhonda Ruston
Ed Schurman (Staff member)
Les Talbot (LCC President)

WHAT IS STRATEGIC PLANNING?

- Academic strategic decision-making means that a college and its leaders are active rather than passive about their position in a community.
- Strategic planning looks outward and is focused on keeping the institution in step with the changing environment.
- Academic strategy making is competitive, recognizing that higher education is subject to economic market conditions and to increasingly strong competition.
- Strategic planning concentrates on decisions, not on documental plans, analyses, forecasts, and goals. It is action oriented, asking such questions as: What shall we do? How shall we decide? Where do we put our attention and energy?
- Strategic planning concentrates on the direction the institution is moving, more than anything else.

THE COMMITTEE

Led by Dr. Dale Heyland, Vice-President Continuing Education, the Strategic Planning Committee began a task which would ultimately take 17 months to complete. The committee was comprised of:

Dr. Ron Baldson, Vice-President Academic

Doug Alston, Director, Division of Natural and Social Science

Darrel Maisey, Director, Division of Business and Applied Arts

Ralph Christianson, Director, Division of Technologies and Trades

Dr. Dean Stetson, Director, Student Services

Kathy Lea, Supervisor, Buchanan Learning Resources Centre

Dr. Doug Scotney, Associate Director, Division of Continuing Education

Continuing Education Chairmen:

Bill Persley (Glenda Everett), Continuing Education

Wally Evdokimoff, Business/Industry Development

Grant Fletcher, Agricultural Development and Correctional Education

Sharon Gibb, a respected educator and researcher, was appointed External Scanner in February, 1987. At that time Linda Schatz began as Literature Scanner.



Back row: Wally Evdokimoff, Dr. Dean Stetson, Glenda Everett, Dr. Doug Scotney, Doug Alston, Darrell Maisey.

Front row: Grant Fletcher, Sharon Gibb, Dr. Dale Heyland, Dr. Ron Balsdon, Ralph Christianson.

Missing from photo: Kathy Lea.

THE PROCESS

The committee developed two processes, the **Environmental Scan** and the **Internal Scan** to provide the information necessary to develop informed, realistic future plans.

THE ENVIRONMENTAL SCAN

This process considered statistics, pertinent to the Lethbridge Community College, on national, provincial and local conditions and trends – demographics, economic, social, cultural, organizational networks, institutional delivery approaches, and technological trends. The emphasis was on understanding what these trends are and what will likely happen in the immediate future.

Sources for obtaining this information included individuals and agencies, College program advisory committees, the Southern Alberta community, business and industry, literature, provincial government departments and agencies, and LCC students and parents.

Methodology included written surveys, telephone surveys, interviews and meetings. A literature search was conducted in each subject area. A total of 420 surveys were mailed to Alberta agencies and businesses; 137 were returned, a percentage rate of 33.

DATA COLLECTION

The Sources



Some of the results are as follows:

DEMOGRAPHICS

- Canada has an aging population.
- There is an increase in part-time workers and there are more career changes.
- Education is a life long commitment.
- The number of women entering the workforce and post-secondary education institutions is increasing.

ECONOMIC AND FUNDING TRENDS

- Little real growth is expected in Alberta within the next five years.
- Post-secondary institutions will experience a decrease in percentage of government funding.
- Private involvement in post-secondary education funding will increase.
- Creative funding and meeting increased student demand will be the primary challenges of post-secondary institutions.
- Government priorities are being established in areas such as tourism, disadvantaged groups, social service and specialized agricultural programs.

GOVERNMENT, SOCIAL AND CULTURAL TRENDS

- Earning, learning, careers and retirement will be interwoven.
- High technology will dominate lifestyles.
- More leisure time will become available.
- Unemployment will be the major issue of the 1990's.
- A demand for generic living skills will be sought in career training programs.
- Women will increase in the workplace; by 1990, 75 per cent of Alberta women between 24 and 54 years of age will be actively employed.



INSTRUCTIONAL DELIVERY APPROACHES

- The future for post-secondary institutions appears to be positive regarding program development for training and retraining staff in local businesses and industries. The in-house seminars and workshops appeared to be the most favourable training approach. Although using existing staff was most acceptable by industry, they were supportive of knowing how post-secondary institutions might be involved.
- The trend is for shorter, more intensive programs to retrain people more quickly.
- The trend in alternative delivery approaches involves a wide use of technology.

ORGANIZATIONAL NETWORK ANALYSIS

- Business and industry are eager to work with post-secondary institutions to meet their training needs.
- Emphasis was given to "people" skills such as customer-service, positive attitude, team worker, life skills and flexible attitude as important when providing career training.

TECHNOLOGICAL TRENDS

- Increased use of computers is inevitable and more training for the general public will be required.
- Teaching methods are subject to technological innovation.
- Agriculture needs to be brought into the computer age.
- Technology will increasingly affect all aspects of life.

THE INTERNAL SCAN

The Internal Scan assessed the strengths and areas of improvement, from a trend perspective, within each of the College's 37 programs of study.

Areas of examination were:

- quality of the program including content
- faculty credentials and training
- instructional design and delivery
- quality of graduates
- creativity and innovation
- relationships with hiring agencies and businesses
- capital resources, space and equipment
- cooperative relationships between Divisions of the College
- quality of support services
- program aspirations
- College traditions and values

Methodology included questionnaires to all faculty, interviews where required, and follow-up meetings.



The following general statements apply to College programs but may not be reflective of some individual programs.

QUALITY OF PROGRAM/FACULTY

- A strong relationship exists between programs and needs of the workplace.
- Advisory committees are used extensively; and reflect a broad cross-section of the community; in some cases provincially and across Western Canada.
- Faculty academic training, teaching experience; non-teaching experience, and relationships with community agencies were deemed to be noteworthy.

INSTRUCTIONAL DESIGN AND DELIVERY

- Programs are taught by a variety of instructional approaches.
- There was a strong indication that instructional formats presently used are effective, however support was voiced for improvement in instructional approaches and a willingness to consider alternatives.
- Recognition was given by faculty for their responsibility to further incorporate the principles of andragogy, and enhance a student centered learning environment.
- Objectives form the basis for course presentations and materials organization; correlation of objectives to course content is assessed on an ongoing basis through a continual review process.
- Student evaluation methods are established so as to measure stated objectives of each course as well as the overall goals of the program.
- There has been a sustained support for program innovation that has kept most programs current and relevant.
- Current research results and suggestions are continually being considered and evaluated for possible inclusion into programs.
- Generally faculty are involved with outside agencies/institutions/businesses etc.; and relationships have been developed with all sectors of the College community.

QUALITY OF GRADUATES

- Students receiving credentials from the College are generally perceived as having the entry level skills to function in the workplace.

PROGRAM INNOVATION

- A number of changes to existing programs were identified; new program initiatives were suggested; and potential enrollment expansions were presented.



Strategic Choices for
LETHBRIDGE COMMUNITY COLLEGE
as a result of the
ACADEMIC STRATEGIC PLAN

Once the data had been collected from the Internal and Environmental Scans and reviewed by the committee, it became clear that definite trends and directions should be acknowledged in the planning process at the Lethbridge Community College.

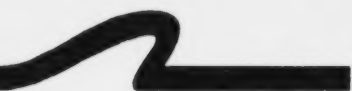
The following list of action plans has been approved by the Lethbridge Community College Board of Governors.

TO ENHANCE EQUITY OF EDUCATIONAL OPPORTUNITY

- Give greater emphasis to providing alternative methods of instructional delivery such as distance education, individualized learning packages, workshops and seminars.
- Provide additional support for non-traditional learners such as women, handicapped, single parents, the elderly and natives by providing daycare service, instructional support, recognition of entrance skills, assessment and counselling.
- Further enhance the educational environment to help minority students succeed by examining retention procedures, making instructors aware of cultural differences, and providing instructional support and learning aids.

TO PROVIDE QUALITY PROGRAMS

- Give greater emphasis to preparing graduates for employment in the workplace by demonstrating higher cognitive skills such as problem solving, critical thinking; affective skills such as values; and life management skills such as goal-setting and decision-making.
- Facilitate classroom learning by giving a greater emphasis to a style of instruction that promotes the active involvement of the student through varied instructional and evaluative approaches.
- Support instruction with expanded instructional development services such as instructional design, curriculum development and alternative teaching strategies.
- Encourage the selection of faculty on the basis of the following criteria: academic qualifications, relevant work experience, proven instructional experience, and place increased emphasis on their ability to model effective life management skills in the classroom.
- Provide more opportunities for professional development activities that enhance instructional methodology, professional expertise in discipline areas, and encourage relevant work experience.
- Review academic program evaluation policies and procedures currently in place with the intent to identify areas for enhancement, and develop/ improve models or strategies for implementation.
- Secure funding for adequate instructional facilities.
- Promote institutional marketing initiatives which focus on enhancing the image of the College and recruitment of quality students.



TO IDENTIFY AND RESPOND TO PEOPLE'S EDUCATIONAL NEEDS

- Respond to changing community needs such as training for career entry, career changes, in-service needs, and part-time learners.
- Enhance program transfer/articulation with other post-secondary institutions and accrediting bodies.
- Explore opportunities for increased involvement with international education such as student/faculty exchanges as well as contract and research projects.

TO ENHANCE POSITIVE RELATIONSHIPS WITH THE COMMUNITY

- Expand College/community linkages where appropriate that draw upon a variety of community resources such as advisory committees, accessibility of college resources, recognition for friends of the College, practicum placement, involvement with business/industry agencies, and research consultative services.

Conclusion

In the process of developing the Academic Strategic Plan, members of the Lethbridge Community College Board of Governors, faculty, and staff have become keenly aware that the College is not an isolated entity, but an organization greatly affected by changes in the social, economic and demographic environment.

The Plan, one of the most extensive to be done by an Alberta post-secondary educational institution, has enabled College planners to identify the challenges ahead and develop appropriate strategies for the continued success of Lethbridge Community College.

The Lethbridge Community College now approaches the next decade with the following mission statement and role definitions:

The mission of the Lethbridge Community College is to be a strong force in the community by expanding the borders of educational opportunities for adults. The College is dedicated to providing students with the human competencies and occupational skills necessary to cope in our rapidly changing society.

The College will provide educational leadership, bringing to the forefront the latest knowledge and skills pertinent to the needs of business, agriculture, industry, service agencies and the community.

Accordingly, all individuals shall be encouraged to take advantage of the educational experiences provided by the College.

As a basic philosophy the College is committed to lifelong learning, which includes the development of skills and attitudes within students that they might be self-directed learners and take advantage of educational opportunities throughout their lives.

Consistent with the above philosophy the College has the responsibility to provide education through career programs and community outreach.

The Lethbridge Community College Academic Strategic Planning Committee would like to thank all those individuals from across Western Canada and within the College who participated so willingly in both the Environmental Scan and the Internal Scan. Your cooperation is greatly appreciated.

Lethbridge Community College

Academic Strategic Plan

Internal Scanning Executive Summary

An Academic Strategic Planning Committee was formed and was composed of the following 11 members:

Doug Alston	- Director of the Division of Natural and Social Sciences
Ron Balsdon	- Academic Vice President
Ralph Christianson	- Director of Technology and Trades
Wally Evdokimoff	- Chairman Business Industry Development
Grant Fletcher	- Chairman Agricultural Development
Dale Heyland	- Chairman and Director of the Division of Continuing Education
Kathy Lea	- Learning Resource Centre Supervisor
Darrel Maisey	- Director of Business and Applied Arts
Bill Persley	- Continuing Education Chairman
Doug Scotney	- Associate Director of Continuing Education
Dean Stetson	- Director of Student Services
Terri Deak	- Recording Secretary

The Academic Strategic Planning Committee selected the following areas to be evaluated in terms of strengths and areas of improvement within the academic program areas. They were as follows:

1. Quality of Program
2. Faculty Credentials and Training
3. Instructional Design and Delivery
4. Quality of Graduates
5. Program Innovation
6. Relationships with Outside Agencies/Institutions/Businesses, etc.
7. Capital Resources - Space and Equipment
8. Cooperative Relationship with Others
9. Quality of Support Services
10. Program Aspirations
11. Identify New Program Initiatives that the College/or Your Division Should Pursue
12. Traditions and/or Values

Programs Evaluated In the Internal Scanning Process Were:

1. Academic Upgrading - Business & Applied Arts
2. Academic Upgrading - Continuing Education
3. Academic Upgrading - Native Education
4. Agricultural Mechanics
5. Agricultural Technology
6. Automotives
7. Business Administration
8. Carpenter - Apprenticeship
9. Child and Youth Care
10. Civil Engineering Technology
11. Commercial Cooking - Professional Cooking Programs
12. Communication Arts
13. Computerized Accounting
14. Correctional Education
15. Developmental Studies Centre
16. Early Childhood Education
17. Early Childhood - Distance Learning Program
18. Electrician - Apprenticeship
19. Electronics Technology (2 Year)
Electronics Technician (1 Year)
20. Engineering Drafting Technology
21. Environmental Science
22. Family Studies
23. Heavy Duty Mechanics - Apprenticeship
24. Law Enforcement
25. Meat Cutting and Merchandising
26. Metal Fabrication Technician
27. Motor Mechanics - Apprenticeship
28. Nursing
29. Partsman - Apprenticeship
30. Project Insight - Native Programs
31. Recreation Management
32. Rehabilitation Services
33. Secretarial Science
34. Secretarial Refresher/Upgrading
35. Transitional Training
36. Travel Consultant Program
37. Welding - Apprenticeship

Information for the internal scan was obtained by each Division filling out the Internal Scanning - Program Evaluation Form - see Appendix A. Results of the 37 program areas were compiled, then summarized by the Academic Strategic Planning Committee, from which an Executive Summary was developed.

Lethbridge Community College

Academic Strategic Plan

The Internal Scan
Executive Summary

The information gathered from the internal scan is covered under four main headings: Quality of Program/Faculty; Instructional Design and Delivery; Quality of Graduates; Program Innovation. The information gleaned is as follows:

1. Quality of Program/Faculty

One of the key points agreed upon was that there is a strong relationship between programs and the needs of the workplace. Course content was deemed generally to be relevant; with several forms of evaluation taking place to assure its currentness. Advisory committees are used extensively, and reflect a broad cross section of the community; in some cases provincially and across Western Canada. Life management was listed as an integral part of some training programs. Faculty academic training, teaching experience, non-teaching experience, and relationship with community agencies were all listed as noteworthy. Professional development activities reflected a strong commitment to professional development activities across the academic sector of the College. Academic program areas indicated in general the College has been well served with it's availability of capital resources. Support services, in general, also received positive commendation.

Areas of improvement were identified. Many of them were in general strengths of College programs but specific areas of improvement were noted in some program areas. Improvements indicated under the category of relationship of programs to needs in the workplace were: currentness of faculty work experience; course currentness of faculty academic background; the need for revision of the evaluation process and the evaluation model; the need for coordination across program/service areas; the ratio between theory and lab needs to be regularly reviewed to reflect the needs of the workplace; and a review of the involvement of College programs with community resources to see if there is a need for a coordinating system for work placement. Some other areas identified were: the need to assess the current composition of advisory committees to assure a broad representation of graduate employers; major emphasis place on life management training/experience in all program areas; hiring procedures should reflect the philosophy that an appropriate level of general education exists (instructional and life management skills); assessment of the need for further formal academic preparation for faculty in program areas where further education of the graduates is an objective; in certain program areas there is a need for more relevance of faculty training to meet needs in the workplace; an assessment should be made of the need for opportunities for instructional renewal and development and all faculty need to be encouraged to establish linkages with employers.

In the area of capital resources for programs each program area identified deficiencies specific to their program. Major, across the College deficiencies, were gym and cafeteria facilities. Also noted was the fact that capital funding should be made available to ensure adequate classroom facilities, bathroom facilities and the maintenance thereof in off campus centres. Special mention was also made that if funding trends continue capital intensive programs/services will suffer.

2. Instructional Design and Delivery

Under the heading of instructional approaches there was a general consensus that programs are taught by a variety of instructional approaches, that are assessed to be appropriate for the program areas. Other strengths identified were: generally a strong indication that the instructional formats presently used are effective; general support was voiced for improvement in instructional approaches and a willingness to consider alternatives.

Under the heading of student centred learning environment there is a general recognition by faculty of their responsibility to create a student centred environment. The course objectives and content heading revealed that objectives form the basis for course materials and presentations; correlation of objectives to course content is assessed on an ongoing basis through a continual review process; sequencing and organization of course content facilitates integration of information from one course to another; and there is an ongoing review of course outlines and objectives.

The assessment instrument used in the internal scan also assessed evaluation procedures. Strengths identified were: evaluation methods are established so as to measure stated objectives of each course as well as the overall goals of the program; grading procedures have been established for each course that reflect the objectives and ensure a relationship between grading and time spent on each objective; and a wide range of procedures have been adapted for evaluating students.

Under the heading of program innovation it was agreed that there has been a sustained support for program innovation that has kept programs current and relevant. Other key strengths listed were: current research results and suggestions are continually being considered and evaluated for possible inclusion into programs; application of ICP courses and professional development information are utilized as dictated in certain areas; and up-to-date innovative teaching techniques are studied and applied if deemed applicable.

Staff are utilized to take advantage of their expertise with the best interest of the student in mind, was the consensus under the heading of faculty deployment.

The heading involvement with outside agencies, institutions/businesses received strong support in two areas: generally faculty are extensively involved with outside agencies/institutions/businesses etc.; and extensive relationships have developed with all sectors of the College community.

Improvements listed under the instructional design and delivery were numerous. They were as follows: enhance programs by a more extensive assessment of appropriate instructional delivery approaches that consider andragogical principles of learning; need to assess the degree of focus by instructors on the needs of the individual learner in the instructional process; individual programs may require an assessment of current instructional approaches, considering the resources available; and the need for faculty to develop expertise in the area of instructional design. Other areas mentioned were: a need for training and opportunity to experiment with student centered learning; a need to address higher cognitive as well as affective objectives; objectives should be reviewed annually to ensure congruence with needs in the workplace; provision of more inservice activities related to curriculum development/revisions and preparation of resource materials; an in depth assessment of evaluation techniques in each program area should be considered; a need to support programs with appropriate instructional services where innovative desires have been identified and found valuable; a need to be more aware of educational research and how it can be innovatively applied; some programs need to review the extent of their involvement with outside agencies, etc., to see if this involvement should be enhanced; and faculty where appropriate, need to be encouraged to establish linkages with employers.

3. Quality of Graduates

The main strength identified was that students receiving credentials from the College are generally perceived as having the entry level skills to function in the workplace.

Areas of improvement were: the need to continue to monitor the needs of the workplace, by maintaining contact with the employers of graduates; and individual programs identified specific needs for their improvement.

4. Program Innovation

A number of changes to existing programs were identified; new program initiatives were suggested; and potential enrollment expansions were presented.

Areas of improvement were: implementation of additional humanities courses; assessment become more extensive to help determine a students entrance qualifications; and assessment of students for advanced training experiences.

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Lethbridge Community College

Academic Strategic Planning - Action Plans

The Lethbridge Community College, as a result of the Academic Strategic Planning process, will give emphasis to four main directions within which the academic action statements will be grouped. The following is a listing of the directions; the strategic choices under each direction; and the action statements required to fulfill these directions.

DIRECTION - A TO ENHANCE EQUITY OF EDUCATIONAL OPPORTUNITIES:

<u>CHOICES</u>	<u>ACTION STATEMENTS</u>	<u>MOST RESPONSIBLE PERSON(S)</u>
1) give greater emphasis to providing alternative methods of instructional delivery, without sacrificing terminal competencies, eg. distance education; individualized learning packages; workshops and seminars.	- to develop and implement a system to coordinate the development of instructional materials and learning packages to support traditional learning and alternative methods of learning - to implement workshops and seminars to meet the educational needs of the community	- V.P. Academic - V.P. Continuing Education - V.P. Continuing Education
2) provide additional support for non-traditional learners: eg. daycare service; instructional support; recognition of entrance skills; assessment and counselling.	- to develop a system for identifying the needs of non-traditional learners - to provide services as required for non-traditional learners - daytime, part-time and evening students	- Director of Student Services - V.P. Academic - V.P. Continuing Education - Director of Student Services - V.P. Academic - V.P. Continuing Education
3) further enhance the educational environment to assist in the success rate of minority students: eg. retention procedures; instructor awareness of cultural differences; instructional support; learning aids.	- identify and implement appropriate strategies to increase success of minority students; eg. literature search; employers advisory committees, etc.	- Director of Student Services - V.P. Academic - V.P. Continuing Education

DIRECTION - B TO ENHANCE THE QUALITY OF PROGRAMS

CHOICES

ACTION STATEMENTS

MOST RESPONSIBLE PERSON(S)

- | | | |
|---|---|--|
| 1) give greater emphasis to preparing graduates for employment in the workplace who can demonstrate higher cognitive skills eg. problem solving, critical thinking; affective skills eg. values; and life management skills, decision-making skills, goal-setting skills. | - to survey and evaluate how well the graduates are meeting the needs of employers, as outlined | - V.P. Academic
- V.P. Continuing Education |
| 2) facilitate learning in the classroom by giving greater emphasis to a style of instruction that promotes the active involvement of the student through varied instructional and evaluative approaches. | - to assist instructors to review their instructional and evaluative approaches presently being used through self analysis, peer evaluation and assistance of supervisors, in terms of the active involvement of the student

- to provide an instructional activity on student centered learning | - V.P. Academic
- V.P. Continuing Education

- V.P. Academic
- V.P. Continuing Education |
| 3) support instruction with expanded instructional development services such as instructional design, curriculum development, alternative teaching strategies. | - to develop a mechanism for identifying and responding to the needs of instructors for instructional design, curriculum development and alternative teaching strategies. | - V.P. Academic |
| 4) encourage the selection of faculty on the basis of the following criteria: academic qualifications; relevant work experience; proven instructional experience; and place increased emphasis on their ability to model effective life management skills in the classroom. | - to ensure that the established criteria are reviewed during shortlisting, interviewing and selection. | - V.P. Academic
- V.P. Continuing Education |

- | | | |
|---|--|--|
| 5) provide more opportunities for professional development activities that enhance instructional methodology, professional expertise in discipline areas, and encourage relevant work experience. | - to review professional development policies and procedure currently in place with intent to identify areas for enhancement, and develop strategies for implementation | - V.P. Academic
- V.P. Continuing Education |
| 6) improve the process of program evaluation | - to review evaluation policies and procedures currently in place with intent to identify areas for enhancement, and develop/improve models or strategies for implementation | - V.P. Academic
- V.P. Continuing Education |
| 7) secure funding for adequate instructional facilities. | - to identify facility needs to support the instructional process throughout the College | - V.P. Academic |
| 8) promote institutional marketing initiatives which focus on enhancing the image of the College and recruitment of quality students | - to establish an institutional marketing committee to define college-wide marketing policies and procedures | - Director of Student Services |

DIRECTION - C TO IDENTIFY AND RESPOND TO EMERGING EDUCATIONAL NEEDS

<u>CHOICES</u>	<u>ACTION STATEMENTS</u>	<u>MOST RESPONSIBLE PERSON(S)</u>
1) respond to changing community needs in areas such as: training for career entry, career changes, inservice needs, and part-time learning.	- to develop a procedure for enhancing the monitoring of career programs and their effectiveness in meeting the needs of the workplace - to identify inservice training needs and develop appropriate learning experiences	- V.P. Academic - V.P. Continuing Education - V.P. Continuing Education
2) enhance program transfer/articulation with other post-secondary institutions and accrediting bodies	- to conduct a feasibility study of increased transfer/articulation agreements for career programs	- V.P. Academic - Director of Student Services

- | | | |
|---|--|---|
| 3) explore opportunities for increased involvement in international education: eg. students/faculty exchanges; contract and research projects | <ul style="list-style-type: none"> - to support articulation/transfer arrangements deemed desirable - to establish an International Education committee to focus on developing initiatives to further College involvement in International Education | <ul style="list-style-type: none"> - V.P. Academic - Director of Student Services - V.P. Academic - V.P. Continuing Education |
|---|--|---|

DIRECTION - D TO ENHANCE POSITIVE RELATIONSHIPS WITH THE COMMUNITY

<u>CHOICES</u>	<u>ACTION STATEMENTS</u>	<u>MOST RESPONSIBLE PERSON(S)</u>
1) expand College/community linkages where appropriate that draw upon a variety of community resources eg. advisory committees; accessibility of college resources; recognition for friends of the College; practicum placement; involvement with business/industry/agencies; research consultative services.	- to evaluate linkages with the community and how they can be enhanced. Develop a process to provide the enhancement - to examine relationships between Continuing Education and other Academic Divisions to enhance networks within the College community	- V.P. Academic - V.P. Continuing Education - V.P. Continuing Education - V.P. Academic

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Lethbridge Community College
Academic Strategic Planning - Directions

Highlights

January 1988

- greater emphasis on alternative methods of instructional delivery
- provision of additional support for non-traditional learner
- enhancement of the educational environment to assist in the success rate of minority students
- greater emphasis on preparing students for the workplace - special skills development
- greater emphasis on learning of students by focusing more on active involvement of the student
- more support for instructional development services
- increased emphasis on hiring of faculty with ability to model effective life management skills in the classroom
- more opportunities for professional development activities for faculty that enhance instructional methodology
- improvement needed in the process of program evaluation
- need for capital funds for adequate instructional facilities
- improvement in institutional marketing
- being more responsive to community needs for training
- enhance program transfer/articulation agreements
- explore opportunities for increased involvement in international education
- expand College/community linkages

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Lethbridge Community College

Academic Strategic Planning

The Process of Making Choices and Action Plans

November 2, 1987

At this point in the Academic Strategic Planning Process there is a need to determine the approach to information sharing, receiving input and formulating Strategic Choices and Action Plans.

The plans for connecting with the College budgeting process is also required.

- Step 1 Committee of Chairpersons and Coordinators meet to discuss the following items:

Activities:

1. Indicate strategic choices - expressing validity of present strengths and future trends
2. Priorization process of strategic choices
3. Development of general headings for strategic choices.
This way several strategic choices may be grouped under one heading, and thus help to reduce the problem of prioritizing each item
4. Development and recommendation of priorities from the strategic choices

- Step 2 Academic Strategic Planning Committee analyzes strategic choices from the committee of chairpersons and coordinators.
- Step 3 Strategic choices are reviewed by each division or service department.
- Step 4 Academic Strategic Planning Committee considers suggestions from divisions and departments.
- Step 5 Executive committee reviews the strategic choices and makes revisions, if deemed appropriate.
- Step 6 Budget committee receives strategic choices as information only.
- Step 7 Academic Council reviews strategic choices and makes recommendations.
- Step 8 Academic Strategic Planning Committee reviews input from Academic Council and makes recommended changes, if appropriate.
- Step 9 Executive Committee reviews strategic choices.

- Step 10 Board reviews strategic choices and approves or makes modifications.
- Step 11 Board revisions are reviewed by the executive committee and the academic strategic planning committee.
- Step 12 Academic Strategic Planning Committee develops action plans and a new mission statement and goals if deemed necessary. Input to appropriate areas of the College would be solicited by each person represented on the committee.
- Step 13 Academic and support areas receive information on action plans and share the information with their staff.
- Step 14 Academic Council receives action plans and make recommendations.
- Step 15 Executive Committee and Academic Strategic Planning Committee consider recommendations of action plans and prepare recommendations for the Board.
- Step 16 Board approves or modifies action plans.
- Step 17 Review of action plans by:
- Executive committee
 - Budget committee
 - Academic strategic planning committee
 - Each division and service department
- Step 18 Development of divisional objectives by academic divisions. Each divisions objectives to be shared with other divisions.
- Step 19 Discussion if divisional objectives by the Academic Strategic Planning Committee.
- Step 20 Presentation of divisional objectives to Academic Council. Recommendations will be noted and revisions made, if deemed desirable by the Academic Strategic Planning Committee.
- Step 21 Presentation of divisional objectives to the Executive Committee for their approval or modification.
- Step 22 Presentation of the divisional objectives to the Budget Committee for information purposes.
- Step 23 Academic Strategic Plan is blended with the overall planning process of the College.

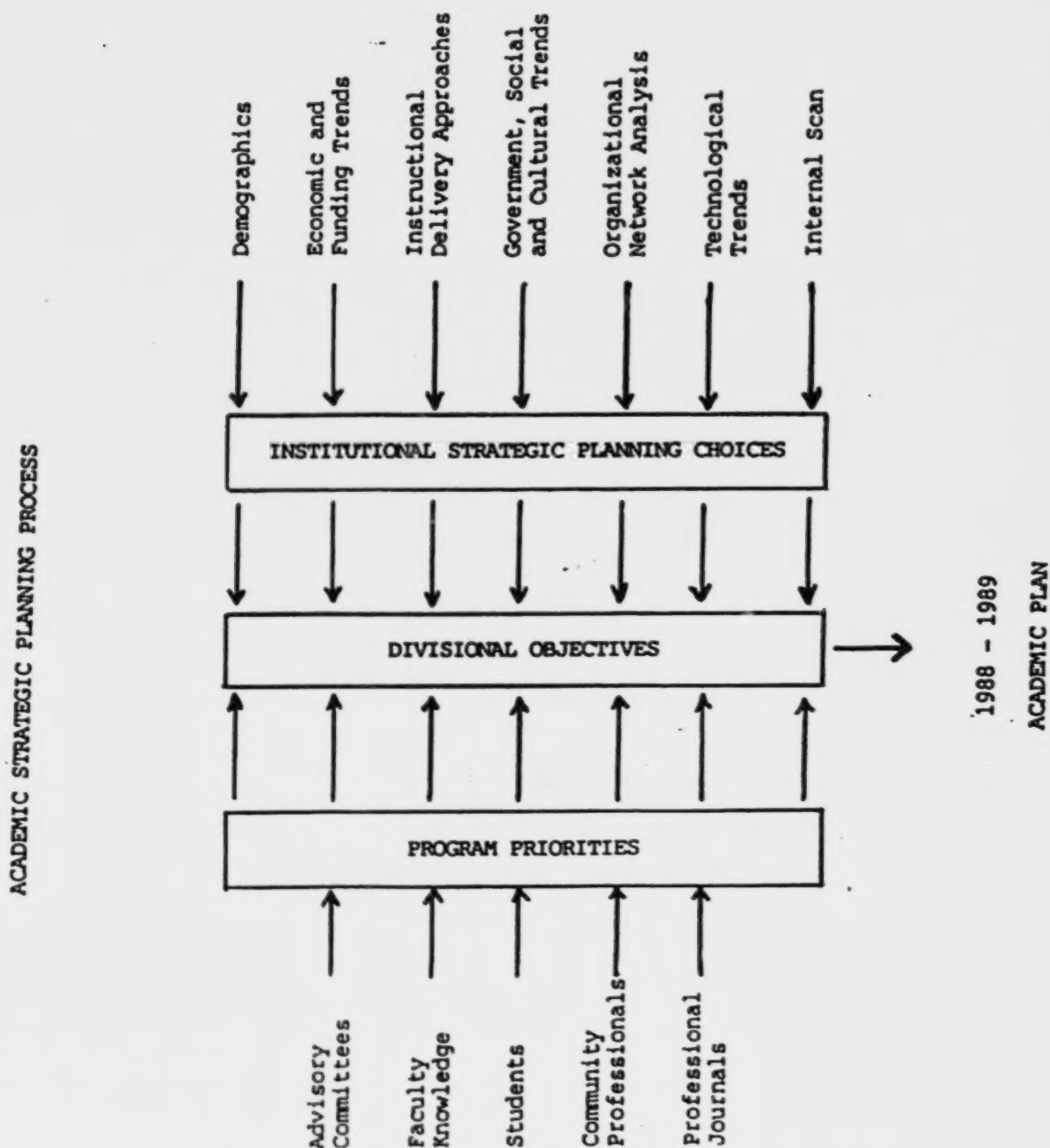
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ACADEMIC STRATEGIC PLANNING

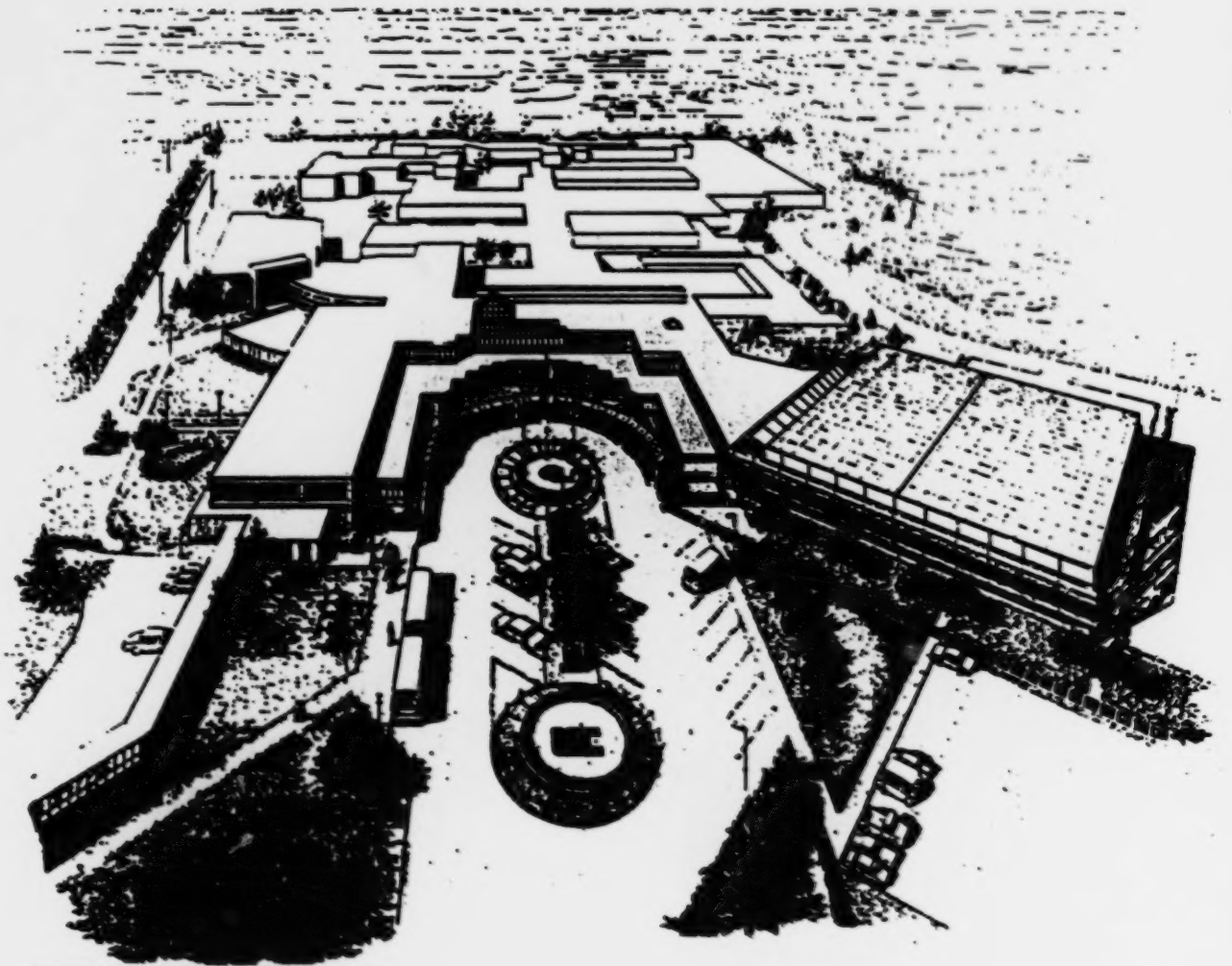
PROCESS PLAN - NOVEMBER 23, 1987

TASK	RESPONSIBILITY	RECOMMENDS CHANGES	APPROVES
1. Incorporation of changes recommended on external scan	Academic Strategic Planning Committee (A.S.P.C.)	Committee of chair- people/Coordinators/ Programmers and Student Services (C.C.C.P.S.)	Executive Committee
		Academic Council	Board of Governors
2. Development of broad category headings and strategic choices	A.S.P.C.	C.C.C.P.S.	Executive Committee
Priorization of strategic choices		Academic Council	Board of Governors
3. Development of action plans	A.S.P.C.	C.C.C.P.S.	Executive Committee
		Academic Council	Board of Governors
4. Divisional objectives	Faculty & Directors	A.S.P.C.	Executive Committee
		Academic Council	Board of Governors

5. The Academic Strategic Planning Committee recognizes an ongoing commitment to career programs and to community outreach.
6. The Academic Strategic Planning Committee recognizes that there are two sources of information: Institutional Strategic Planning Choices and Program Priorities to consider in the developing of divisional objectives. The sources are as follows:



STRATEGIC PLANNING



Proposed New Physical Education Facility

THE ENVIRONMENTAL SCAN

SEPTEMBER 1987

LC LETHBRIDGE
COMMUNITY COLLEGE

LETHBRIDGE COMMUNITY COLLEGE

STRATEGIC PLANNING

--AN ENVIRONMENTAL REVIEW--

Prepared for:

Mr. G. L. Talbot
President
Lethbridge Community College

and the

twelve members of the

Academic Strategic Planning Committee

externally contracted by:

Sharon A. Gibb

Literature Search: Linda Schatz

Coordination of the Final Document: Terri Deak

Typing of Document: Carol Erals
Carolyn Van den Berg

Graphics: Dave Matthews

BACKGROUND INFORMATION

STRATEGIC PLANNING

A MANAGEMENT FUNCTION OF COMMUNITY COLLEGES IN THE 80'S

WHAT IS STRATEGIC PLANNING?

Writers on the future of education predict that educators are going to have to implement some drastic changes in order to meet the vastly changing social and economic conditions in our society. The futurists, Dede and Allen, point out:

"The next 10 years, in particular, emerge as a fast-paced, turbulent, and unstable period for education."

Strategic planning is one of the processes that administrators are going to have to implement in order to meet the changing conditions of the information society. The strategic planning process has been developed in the business sector over the past 20 or more years, and basically was done in response to the increasingly complex, rapidly changing environment with which traditional long-range planning approaches have not effectively coped.

The point of strategic planning is to fashion strategies that make the fullest use of organizational resources in responding to opportunities perceived in the external environment of the educational institution.

Strategic Planning at the Lethbridge Community College:

On September 29, 1986 the Lethbridge Community College Board of Governors approved in principle plans for Strategic Planning. Immediately following, a twelve member Academic Strategic Planning Committee was organized to guide the project:

- | | |
|---|--|
| 1. Director Continuing Education | Dale Heyland, Committee Chairman |
| 2. Vice-President Academic | Ron Balsdon |
| 3. Director of Natural & Social Science | Doug Alston |
| 4. Director of Business & Applied Arts | Darrel Maisey |
| 5. Director of Trades | Fin McPherson |
| 6. Director of Technologies | Ralph Christianson |
| 7. Director of Student Services | Dean Stetson |
| 8. Learning Resources Centre Supervisor | Kathy Lea |
| 9. Continuing Education Chairmen | Doug Scotney
Bill Persley
Wally Evdokimoff
Grant Fletcher |

An Academic Strategic Planning Process was developed and approved as a guide for the committee. Two processes were developed: the Environmental Scan to survey the outside sources regarding trends influencing the direction of the College: the Internal Scan to assess strengths and areas of improvement from a trend perspective within each program area.

The Environmental Scan was planned to provide trends related to the following areas:

- a) Economic and Funding Trends
- b) Government, Social and Cultural Trends
- c) Program Specific Trend Scanning
 - Agricultural Training
 - Apprenticeship Training and Trades
 - Business Training
 - Communication Arts
 - Renewable and Non-Renewable Resources
 - Criminal Justice Systems and Leisure
 - Human Services
 - Health Services
 - Technologies
 - Adult Upgrading
- d) Technological Trends in Business, Industry, Agriculture and Government Agencies
- e) Organizational Network Analysis
- f) Instructional Delivery Approaches
- g) Demographics

An Environmental Scanner, Sharon Gibb, was hired for a five-month period (February 1 - June 30, 1987).

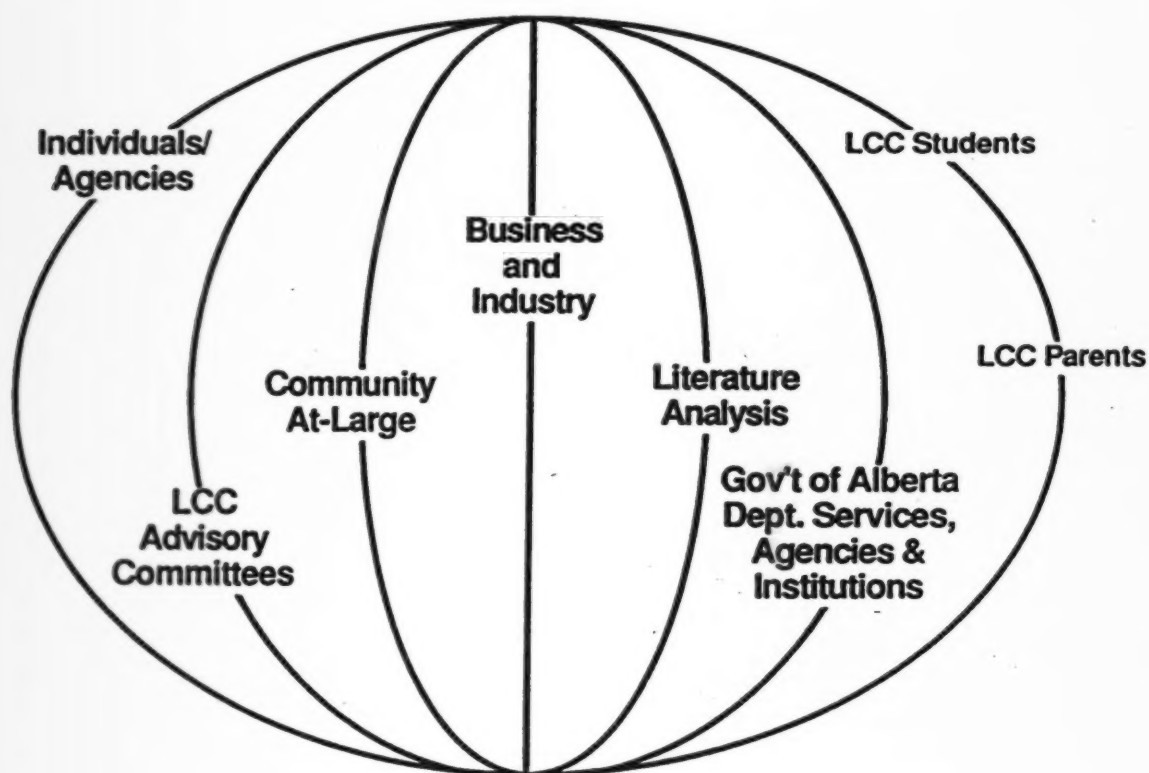
The Internal Scanning was planned to assess the strengths and areas of improvement from a trend perspective within each program area.

- a) Quality of the Program
 - 1) Program Content
 - 2) Faculty Credentials and Currentness of Training
 - 3) Instructional Design and Delivery
 - 4) Quality of Graduates
 - 5) Creativity and Innovation
- b) Relationships with hiring agencies/institutions/businesses, etc.
- c) Capital Resources - Space and Equipment
- d) Cooperative Relationships with Other Divisions within the College
- e) Quality of Support Services
- f) Program Aspirations
- g) Traditions and Values of the College

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Data Collection

The Sources



There have been many predictions about the constantly changing needs of society and its relation to education. Academic Strategic planner, George Keller, makes one such prediction. He claims that "...between 10% and 30% of America's 3,100 colleges and universities will close their doors or merge with other institutions by 1995." The relationship the Lethbridge Community College has to this statement and to other such predictions is the aim of this study. What does the constantly changing environment mean to this institution?

Strategic planning should provide the framework for making decisions and for analyzing the future with respect to the Lethbridge Community College. There are many formats of strategic planning. Some institutions evaluate from within, and complete an Internal Scan only. Others, are primarily concerned with its community and proceed with only an Environmental Scan. The Lethbridge Community College realized that a true picture of the changing environment could only be reached when its staff, its community (primarily Western Canada) and its total environment (the National and International scene) were involved.

In completing the Environmental Scan, the community was most complimentary of the process and the concern its College had for the future. This research has shown to have strengthened the partnership of a College and its Community working together to meet the needs of its people.

Data was collected through five (5) methods: written surveys, meetings, interviews, literature analysis and telephone surveys. The framework for questions was based upon the outline provided by the Lethbridge Community College Academic Strategic Planning Committee in seven (7) divisions: demographics; economic funding trends; institutional delivery; legislative, social and cultural trends; organizational analysis; program specific trends; and technological trends.

1017 individuals were contacted through the survey methods with 42.5% return to the written surveys. The literature analysis involved researching 710 separate sources of information from the local to the international scene. The data was coded according to the above named research divisions into 38 binders and stored in the Reference section of the library at the Lethbridge Community College.

When the same words are repeated often enough, data gains validity. When the same words are recorded from the far corners of our Nations and then repeated again in Southern Alberta, this validity requires ACTION.

5

THE ENVIRONMENTAL SCAN
EXECUTIVE SUMMARY

The research from this study has shown that Albertans and Post-Secondary Institutions will be faced with the following emerging futuristic trends:

1. DEMOGRAPHICS

Job retraining; lifetime multi-career changes; concern for lifelong learning; increase in part-time employment; more people living alone; an aging population; less emphasis on academic training; more travel to find employment; more women in the workplace.

2. ECONOMIC FUNDING TRENDS

Creativity in methods of funding; building strong partnerships with local business and industry; being prepared to lobby for funding; planning/delivery programs that have "user" pay acceptance; greater use of facilities; bringing the general community to the College; meeting the demands of business and industry for retraining needs; building strong educational marketing techniques; preparing for the increasing foreign investment/immigration to Alberta.

3. INSTRUCTIONAL DELIVERY APPROACHES

A demand for student-centred programming; increase in off-campus sites and distance education to meet lifelong learning demands; the use for technological advances in the classroom on the increase; keeping in tune with needs of business, industry and government; shorter more intensive programs; life skill training with career specific training; increasing demands for post-secondary education from minority groups: women, Natives and handicapped.

4. GOVERNMENT, SOCIAL AND CULTURAL TRENDS

Increase of interweaving of earning, learning, careers and retirement; high technology will dominate lifestyles; more leisure time--enforced and planned is inevitable; faster paced training to keep up with society; earlier retirements; more emphasis on native-cultural developments and equal rights; increase in working mothers and greater demand for day care facilities; more emphasis by business/industry for "generalists; an aging population will demand increased health care; the most dynamic area for future economic development will be with new, small business ventures; amount of foreign investment in Alberta is on the increase--relation to College training is evident.

5. ORGANIZATIONAL NETWORK ANALYSIS

Business and industry are eager to participate with LCC to meet their training needs; the Divisions of Continuing Education are considered to be the "hub" of Colleges today; financial cutbacks in government, business and industry are forcing more economic means to employee training; training students for customer-service skills, flexibility and a team worker were noted by employers today; employee retraining and increasing technology are consistent trends; provide career training to allow for working and learning to occur.

THE ENVIRONMENTAL SCAN
EXECUTIVE SUMMARY

6. PROGRAM SPECIFIC TRENDS

Growing government attention will be given to the minorities--Natives, handicapped and illiterates; growing technologies promised a renewed future in the agricultural industry; apprenticeship training will see an emphasis on maintenance of technological equipment and training for customer service; Business education required a generalist; essential job skills of the 1990's are evaluation technique, critical thinking, problem solving, creativity, decision making with incomplete information and communication skills; retraining needs noted in every profession; employment increases expected in the communication arts profession; all sources point to an increase in the amount of planned and enforced leisure time in the future; security and personal protection are increasing concerns of the Criminal Justice System; with an increase in leisure time available, renewable resources will be concerned with conservation and protection of resources; professions involving Health care will be increasing in demand to care for an aging population; there will be a growing demand for day care facilities with the increase numbers of women in the workplace; child and youth care workers will become more versatile working with the whole child, the family, the community; increase in privatization in rehabilitation fields; meeting the retraining needs from business and industry will be a challenge for technological education.

7. TECHNOLOGICAL TRENDS

Instructors will be facilitators of the future; increase demand for retraining needs of business and industry; the generalist will be demanded in this profession; biotechnology promises to change Canada's natural resource industry; alternative sources to energy being constantly developed; general public education a must; re-education needed in many of the traditional occupations such as farming and small business; increasing government de-centralization due to communication technologies today.

March 31, 1987

LETHBRIDGE COMMUNITY COLLEGE

ACADEMIC STRATEGIC PLANNING

INTERNAL SCANNING - PROGRAM EVALUATION

GENERAL INSTRUCTIONS:

- a) General Guidelines - the following were agreed upon by the Academic Strategic Planning Committee:

The overall purpose of the Internal Scanning is three fold:

1. To adequately assess and recognize areas of strength within academic divisions.
2. To adequately assess areas for improvement within academic divisions, and recommend procedures and/or alternatives for improvement.
3. To examine more critically our individual and/or joint capabilities for new and improved programs and delivery methods.

- (b) Procedure

1. Each divisional director will oversee the evaluation process on each program within his division. Forms have been developed to facilitate this process and provide some divisional consistency in evaluation.
2. Discussion will then take place with faculty or chairpersons, or both to ascertain the validity of the evaluation.
3. The results of each program evaluation will be brought before the Academic Strategic Planning Committee.
4. An executive summary of the strengths and areas for improvement of each of the five academic divisions will be prepared.
5. An executive summary of the potential program directions of the College will be prepared.
6. The Internal Scan will then be compared with the Environmental Scan results. Recommendations will then be forwarded from the Academic Strategic Planning Committee to the Executive Committee and to the Board of Governors.

c) Specific Concerns

1. Evaluation Area - the form has been developed in the hopes that each program will respond to each statement on the form. Please keep your response to each statement separate for ease in tabulating the results.
2. Be Specific - try to avoid generalities. Generalities serve little value when determining needs, formulating recommendations, or comparing information to that gathered from the External Scan.
3. Be Evaluative - the Experimental Test Group helped the committee realize that it is easy to be historical rather than evaluative. Strive to identify the strengths and areas for improvement.

d) Organization of the Reporting Format

The following format will be used in reporting the results. We would therefore like you to structure your responses on a similar manner. For example:

1. Quality of Program

a) Relatedness To Content Needs In the Workplace

<u>PROGRAM CONTENT</u>	<u>STRENGTHS</u>	<u>AREAS OF IMPROVEMENT</u>
Each program title will be listed under this area.	Identify specific strengths.	Make recommendations for improvement in order that general recommendations for program improvement at the College may be made.

Each question area will be structured similar to the above except for Section 12 - Traditions and/or Values will ask for suggested changes, instead of areas of improvement.

- e) The Purpose of the Internal Scan - the purpose of the Strategic Planning exercise is to recognize our strengths, and work together to make the improvements necessary for the College to compete in today's educational marketplace.

We sincerely thank you for your cooperation and the amount of time that it will take to adequately complete this evaluation of your program area.

March 31, 1987/td/195

March 31, 1987

LETHBRIDGE COMMUNITY COLLEGE

ACADEMIC STRATEGIC PLANNING

INTERNAL SCANNING - PROGRAM EVALUATION FORM

Program: _____

1. Quality of the Program

Evaluate the quality of the program as determined by the program content - noting the format to be followed in the General Instruction Sheet.

Identify the following areas within the scanning process:

- a) Relatedness of content to needs in the workplace.
STRENGTHS AREAS FOR IMPROVEMENT

- b) Overlap of information/skills presented within the program by various courses/faculty.
STRENGTHS AREAS FOR IMPROVEMENT

- c) Proportion of time spent on theory and application in each program.
STRENGTHS AREAS FOR IMPROVEMENT

- d) Assessment of program evaluation procedures. Explain the processes involved other than the prescribed evaluation model.

STRENGTHS

AREAS FOR IMPROVEMENT

- e) List and assess community resources accessed by the program.

STRENGTHS

AREAS FOR IMPROVEMENT

- f) Correlation of course objectives to course content.

STRENGTHS

AREAS FOR IMPROVEMENT

- g) List and assess the representation of the membership on advisory committees.

STRENGTHS

AREAS FOR IMPROVEMENT

- h) Identify life management training/experiences provided (building self-confidence, expressing feelings, human development, etc.).

STRENGTHS

AREAS FOR IMPROVEMENT

2. Faculty Credentials and Training

Evaluate the appropriateness of faculty credentials to program content. Do not name faculty, just list positions.

- a) Audit of all formal training and assessment of all areas of specialization, i.e. capability to deliver a program or perform a service. List training of each faculty member and year completed, in numerical order. Full-time faculty first, then sessional.

STRENGTHS

AREAS FOR IMPROVEMENT

- b) Relevance of training to program content.

STRENGTHS

AREAS FOR IMPROVEMENT

- c) Recent professional development activities. List nature and length of activity (within last two years). Use instructor numbers as established in 2a.

STRENGTHS

AREAS FOR IMPROVEMENT

- d) Amount of direct professional non-teaching experience - list positions and their experience, use instructor number as established in 2a.

STRENGTHS

AREAS FOR IMPROVEMENT

- e) Amount of teaching experience - list positions and their experience, use instructor number as established in 2a.

STRENGTHS

AREAS FOR IMPROVEMENT

- f) Relationships with present and potential employing agencies/employers (liaison). Provide names.

STRENGTHS

AREAS FOR IMPROVEMENT

3. Instructional Design and Delivery

Evaluate the quality of instructional design and delivery.

- a) Document current format of instructional delivery.

STRENGTHS

AREAS FOR IMPROVEMENT

- b) Assess the effectiveness of the current instructional format.

STRENGTHS

AREAS FOR IMPROVEMENT

- c) Implications of changes to current instructional approach.

STRENGTHS

AREAS FOR IMPROVEMENT

- d) Assess program expertise for instructional design.
STRENGTHS AREAS FOR IMPROVEMENT

- e) Assess the program philosophy and practice for enhancing a student centered environment rather than a teacher centered environment.
STRENGTHS AREAS FOR IMPROVEMENT

- f) Assess curriculum development (course outlines, instructional objectives; sequencing and organizing of instructional material).
STRENGTHS AREAS FOR IMPROVEMENT

- g) Appropriateness of evaluation techniques according to stated objectives.
STRENGTHS AREAS FOR IMPROVEMENT

- h) Correlation of weight given in grading to time spent on objectives.

STRENGTHS

AREAS FOR IMPROVEMENT

4. Quality of Graduates

Identify the quality of graduates of your program area.

- a) Assessment of graduates adaptability to the professional/work environment.

STRENGTHS

AREAS FOR IMPROVEMENT

5. Program Innovation

Identify innovation that is present within program areas:

- a) Structuring student learning experiences within the classroom.

STRENGTHS

AREAS FOR IMPROVEMENT

- b) Program organization and implementation.

STRENGTHS

AREAS FOR IMPROVEMENT

- c) Utilization of research in education and practice.
STRENGTHS AREAS FOR IMPROVEMENT

- d) Student evaluation.
STRENGTHS AREAS FOR IMPROVEMENT

- e) The utilization of staff within each program.
STRENGTHS AREAS FOR IMPROVEMENT

6. Relationships with Outside Agencies/Institutions/Businesses, etc.

Determine activities of staff which enhance relationships with the community:

- a) List the involvement of staff in professional associations - name the associations, list positions held, use instructor numbers as established in 2a.

STRENGTHS AREAS FOR IMPROVEMENT

- b) Interaction with program-relevant agencies, institutions, businesses, volunteer committees, etc. Include a list of agencies, institutions, etc, that your program personnel interact with.

STRENGTHS

AREAS FOR IMPROVEMENT

- c) Liaison with employers - list them.

STRENGTHS

AREAS FOR IMPROVEMENT

7. Capital Resources - Space and Equipment

Detail the major capital and equipment resources and shortages, if any.

- a) Identify the major capital resources and facilities available to the program.

STRENGTHS

AREAS FOR IMPROVEMENT

- c) List involvement of non-divisional college personnel in advisory committees.

STRENGTHS

AREAS FOR IMPROVEMENT

- d) List examples of structured efforts at coordination, i.e. committees, etc.

STRENGTHS

AREAS FOR IMPROVEMENT

- e) List instances of structured efforts at liaison between academic and non-academic departments.

STRENGTHS

AREAS FOR IMPROVEMENT

9. Quality of Support Services

Assess the support services as they relate to your program area.

- a) Assess the quality of non-academic support services relevant to program areas. Such as:

STRENGTHS

AREAS FOR IMPROVEMENT

Financial Services

Data Centre

Printing

Bookstore

Food Services

Purchasing

Day Care

Caretaking

Maintenance

Security

Personnel

Switchboard

Mail Services

Reception

Information and Public Relations

Others

Respond to the support services your program area interacts with.

- b) Assess the quality of instructional assistance received from I.D.S. Such as:

STRENGTHS

AREAS FOR IMPROVEMENT

A/V Services

Graphics

Production

Curriculum Development & Design

- c) Assess the quality of instructional assistance and student support provided by the Learning Resource Centre. Such as:
- | | <u>STRENGTHS</u> | <u>AREAS FOR IMPROVEMENT</u> |
|--|------------------|------------------------------|
|--|------------------|------------------------------|

Test Centre

Reserves/Circulation

Reference for Students and Faculty

On-Line Data Base Searching

Acquisitions/Ordering/Cataloguing/Processing

The Collection and Study Facilities

Library Orientation

User Services:

- Bibliographies
- VF
- ILL - books, serials media

- d) Assess the quality of support services provided by Student Services. Such as:

	<u>STRENGTHS</u>	<u>AREAS FOR IMPROVEMENT</u>
--	------------------	------------------------------

Counselling

Registration

Student Activities

Athletics

Student Health Centre

Housing

Recruitment, Promotion, High School Liaison

Job Placement

10. Program Aspirations

Identify aspirations for your program area.

- a) Changes to existing programs and new program initiatives.
STRENGTHS AREAS FOR IMPROVEMENT

- b) Potential enrollment expansions - be specific with numbers of students.
STRENGTHS AREAS FOR IMPROVEMENT

- c) Potential cutbacks and reallocations.
STRENGTHS AREAS FOR IMPROVEMENT

11. Identify new program initiatives that the College and/or your division should pursue.

12. Traditions and/or Values

- a) Identify existing traditions and/or values as viewed by your program relative to: open door, commitment to community needs, transfer programs, international education, geographical scope, regional college, and others.

- b) Identify new values that should be incorporated within the College.

March 25, 1987
/td/241

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